**Dean Trust Rose Bridge**

**Pupil Premium Strategy 2018-2019**

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| **Pupil Premium Details** | |
| **Pupil Premium Number (@ October 2018)** | 359 |
| **Total Pupil Premium Income 2018-2019** | £350,625.00 |
| **Children Looked After Number** | 13 |
| **Children Looked After Income (based on**  **provision map)** | £13,000.00  (additional funding can be applied for) |

**Pupil Premium Population Breakdown**

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| **Year Group** | **Number of Pupil Premium /**  **Percentage of Year Group** |
| **Year 7** | 62/44% |
| **Year 8** | 75/50% |
| **Year 9** | 78/50% |
| **Year 10** | 78/62% |
| **Year 11** | 66/55% |

**Whole School Key P.P. Focus**

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| **Barrier** | **Strategy** | **Impact** | **Staff Responsible** |
| Learning Behaviours inhibit  progress | Whole school focus on identifying the ‘gap’ in lessons –  cognitive/skill/knowledge | Evaluated through subject reviews,  learning reviews, drop-ins, book scrutinies and pupil voice.  Data points are also used as evaluation points. | Whole Staff |

**Leadership Strategic Pupil Premium Plan**

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| **Teaching and Learning** | | | |
| **Barrier** | **Strategy** | **Evidence** | **Next Steps** |
| 1. Teacher awareness  of the precise nature  of ‘the gap.’ | All staff are aware of the different nature of the ‘gap’ and faculties plan with precision to narrow the gap. Whole school T & L policies and practice are consistently implemented in order to be effective. | Increased CPD/INSET has supported consistency of T+L policies (as evidenced by QA). | Further CPD for staff to support their contextualised understanding of PP.  Sharing of PP Strategy with all staff to ensure it remains at core of practice. |
| 2. Memory | Teaching methods that are proven to improve memory are deployed  across the whole school. | Recall 5 an entrenched part of all learning as evidenced in learning walks/QAs. Built into all SOLs. | Ensure R5 build upon KS2 QLA and remain challenging. |
| 3. Appropriate HPA  Challenge throughout the school curriculum | HPA pupils are identified across the whole school and within each class (every class has a relative HPA). LPs ensure the challenge across the curriculum is consistent and appropriate. | HP has been key group of focus in QA and throughout the year. | EG to make HPA key progress focus group for winter Term - all QA to focus on this group of pupils.  EG to work on developing role of LP (with LC). |
| 4. Learning resilience  as the difficulty increases | A culture that failure is a key component to being successful is fostered in all classrooms. Taking on challenge is celebrated and ‘grappling’ to find solutions/answers is a key strategy in order for pupils to hit and move beyond targets. | ACE Questioning and Challenge Me questions have become part of the culture of classroom learning (QA). | Work to be done on supporting pupils to embrace challenge and want to take it on.  EG and LPs to devise strategy for this. |
| 5. Independent learning – homework, revision | Homework’s and revision are planned to enable success within key pieces. Independent learning is developed as a positive tool in the eyes of the pupil – not a negative. | Use of knowledge organisers are integral to homework use. | Consistency of standards across all CAs.  ClassCharts training utilised to enable all staff to be confident in using this to set homework.  Homework becomes part of QA cycle. |
| 6. Literacy and  Numeracy ability for some | Identification of pupils below Expected Standard in Y7 and placed on the appropriate Catch-Up programme. Those in Y8 and Y9 are identified to receive extra support/intervention to enable them to access GCSE level work by the end of Y9. | Literacy has been focus of staff CPD and increased competence this year.  Evidence of improved reading ages from pupils is abounding and consistent across all those who have been supported in programme - need specific PP numbers here though. | Confirmation of staffing of Literacy provision - RK/SM/ST/NA/KW/RW.  Continued work to support transition of vulnerable pupils across key-stages.  Numeracy lead to be appointed and strategy to be devised. |
| 7. Deeper knowledge  of the wider curriculum on entry and through KS3 | Non-Core subjects develop KS SOWs that ensure all pupils have the necessary knowledge in order to progress through the curriculum – gaps from KS2 are identified and awe and wonder to enhance engagement is planned for. | Joint INSET with AOM/DT to support with developing threshold concepts and curriculum maps.  Use of QLA to improve Maths Recall 5. | LC’s work with mapping out curriculum of all CAs - sharing across school and with SLT.  Continued support of identifying specific learning barriers for Year 7 cohort. |
| 8. Psychological  demands of high stakes final exams | Pupils are prepared for the demands of the new GCSEs in terms of  productivity, length of exams, content and performance under exam conditions.  Specific pupils who may need extra support/alternative arrangements are identified and supported accordingly. | Invigilators // end of year exams procedures  Increased understanding of exam arrangements; more pupils have AA. |  |

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| **Behaviour and Welfare** | | | |
| **Barrier** | **Strategy** | **Evidence** | **Next Steps** |
| Attendance | Increase PP overall attendance and lower PP P.A.  Attendance Officer, Form Tutors, HoYs identify pupils in order to improve attendance and overcome the barriers towards attending. | Monthly attendance reports published in staff room (haven’t always been updated though) | EWO appointed (initial focus will be PP pupils)  Local authority support to assist with tracking and engaging parents (£7k) |
| Social Responsibility | Pupils are aware of their responsibility with regards their social  responsibility in terms of school citizenship. More PP engage with extra-curricular (also linked to SLs). | Developed PDC curriculum and linked to assemblies that focus on standards/expectations and morality. | EG creating highly focused PDC programme that links with Assembly rota.  Use of PP budget to support ‘drop down days’ for highly focused intervention and support. |
| PP pupils receive more negative sanctions | Close monitoring of sanctions received per cohort per month.  Reduction of the amount of sanctions received due to identified pupils receiving the necessary mentoring/intervention. | LV sanction reports each week.  Plans in place for further development of sanctions (ICE/C3) | Whole-school CPD (de-escalation techniques/levels of support)  Enhanced internal procedures (on-site provision; C3 room)  MUFC built into support programme  Increased time for PSM engagement (reduce their time in Isolation)  TA3 (CLA/PP focus) – paid for by Virtual Schools |
| PP pupil’s self-esteem and confidence in academic ability  *(Vulnerable PP along with PP that display challenging behaviours often have anxieties regarding academic performance.)* | HoYs work closely with these groups to overcome the perceived barriers and broker the appropriate support. | Academic progress of the identified groups  improve between data points. | Continue to track Academic performance through developed role of HoY and their understanding of pupil performance data   * CPD for HoY (data systems; holding to account) |

**GCSE Outcomes 2018**

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| **Basics** | **Whole Cohort** | **Non-P.P.** | **P.P.** | **National (Non-P.P.)** |
| **9-4** | **38.4%** | **50%** | **30.2%** | **72%** |
| **9-5** | **15.2%** | **32%** | **11.1%** | **50%** |
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|  | **Whole Cohort** | **Non-P.P.** | **P.P.** | **National (Non-P.P.)** |
| **Attainment 8** | **33.67** | **37.82** | **31.5** | **50.3** |
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|  | **Whole Cohort** | **Non-P.P.** | **P.P.** | **National (Non-P.P.)** |
| **Progress 8** | **-1.01** | **-0.89** | **-1.10** | **0** |

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| **Outcomes** | | | |
| **Barrier** | **Strategy** | **Impact** | **Next Steps** |
| 1. Progress of Higher Ability  P.P. | HPA PP in KS4 are tracked as an identified group and all staff are aware of this  group via SIMs/Seating Plans.  SLs ensure HPA are in the appropriate ability groups (where applicable). Y9 HPA are identified to ensure they start KS4 in the appropriate groups. HPA engagement in extra-curricular and revision, plus the promotion of independent learning, is increased.  Designated LPs ensure there is consistent challenge for HPA across the curriculum for identified pupils and that this is met with consistent and appropriate pupil response. | **Key Stage 4:**  31/10/18  09/01/19  14/03/19  22/05/19 – Y11  05/07/19 – Y10  **Key Stage 3:**  28/11/18  28.01.19 – Y9  06/03/19 – Y7 & Y8  02/07/19 |  |
| 2. Average A8 points for Middle  Ability P.P. | Targets are clear and planning is applied with precision to ensure more Grade 5’s  are secured for pupils who are MA based on KS2 start points. | **Key Stage 4:**  31/10/18  09/01/19  14/03/19  22/05/19 – Y11  05/07/19 – Y10 |  |
| 3. Pupils enter KS4 at the  necessary level in order to achieve end of KS4 targets. | Y9 is a gateway to success at KS4. Pupils are competent across the key skills  within literacy, numeracy and communication in order to access GCSE work at the appropriate level.  Non-core subjects ensure the key knowledge is secured by the second term of Y9 and mastered by the final term of Y9. | **Key Stage 3:**  28/11/18  28.01.19 – Y9  06/03/19 – Y7 & Y8  02/07/19 |  |